



Compton All Saints'  
Church of England  
Primary School

## Compton PSHE and RSE Scheme of Work Curriculum



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# How does our curriculum meet the national curriculum guidance?

**Intent:** PSHE stands for Personal, Social, Health and Economic Education. RSE stands for Relationships and Sex Education. Schools may use different names for these subjects: RSE may be referred to as RSHE when health education is included; similarly, PSHE may be referred to as PSHCE when citizenship is included. RSE & PSHE education helps pupils maintain their mental and physical health and understand the various factors that influence their wellbeing. They learn how to build strong and supportive relationships, how to keep themselves safe in various situations and how to make thoughtful decisions about money, health and the online world.

Pupils may receive mixed messages about these topics from friends, siblings, social media and the wider world. High-quality RSE & PSHE ensures every child receives clear, accurate and age-appropriate teaching so they can make safe and informed choices as they grow.

The Kapow Primary [RSE & PSHE](#) scheme covers the full breadth of learning pupils need to stay healthy, safe and prepared for life. This includes:

- Personal.
- Social.
- Health.
- Economic.
- Relationships.
- Citizenship.
- Sex education (optional).

Implementation	
<p><b>How is this subject planned?</b></p> <ul style="list-style-type: none"> <li>• As a school we use KAPOW RSE and PSHE scheme to ensure coverage and progression throughout the school.</li> <li>• This ensures we are following the RSE statutory and non-statutory guidance and the PSHE Association programme of study.</li> </ul>	<p><b>How is this subject taught?</b></p> <ul style="list-style-type: none"> <li>• This subject is taught weekly or in blocks of 5 sessions across a week.</li> <li>• In addition to discrete lessons, RSE &amp; PSHE learning is often reinforced through day-to-day school life. Teachers will naturally revisit and apply their learning in response to real-life situations that arise, such as issues on the playground, in the classroom or during discussions, helping pupils to make meaningful links between taught content and real experiences.</li> <li>• Floor books or topic books are used to record PSHE/RSE outcomes.</li> </ul>
Impact	
<p><b>How is this subject assessed?</b></p> <ul style="list-style-type: none"> <li>• By the end of each key stage, pupils are expected to know, apply and understand the content, skills and processes specified in the relevant programme of study. Teachers make assessments accordingly.</li> </ul>	<p><b>How is this subject monitored?</b></p> <ul style="list-style-type: none"> <li>• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject. This is achieved through book looks,</li> </ul>

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## Key areas

- **Families and relationships** – learning how to recognise and form positive relationships with family and friends; identifying how to deal with conflict and bullying.
- **Health and wellbeing** – learning strategies for maintaining physical and mental health, including hygiene, exercise, healthy eating, sleep and self-awareness.
- **Safety and the changing body** – learning how to stay safe in a variety of online and offline situations; what to do in an emergency; naming parts of the body; distinguishing between appropriate and inappropriate physical contact; identifying the physical and emotional changes of puberty.
- **Citizenship** – recognising the importance of rules; caring for others and the local environment; learning about rights, responsibilities and the importance of participation in community life.
- **Economic wellbeing** – exploring what money is, ways to earn it and how to take care of it.

## Hedgehogs (Year 1 and 2) Kapow Scheme - Cycle A

Term	Unit of Work	Knowledge	Skills	Links	Vocabulary
Autumn 1	<p>Topic Families and relationships</p> <p>Key Area (thread)</p>	<p>Core Knowledge</p> <ul style="list-style-type: none"> <li>That families look after us.</li> <li>How people are related.</li> <li>That families can be made up of different people.</li> <li>That families may be different to my family.</li> <li>Some characteristics of a positive friendship.</li> <li>That friendships can have problems but these can be overcome.</li> <li>That some problems might happen in friendships and some might need addressing.</li> <li>That (gender) stereotyping is when people think of things as being 'for boys' or 'for girls' only.</li> <li>Some ways people show their feelings.</li> <li>What good manners are.</li> <li>Some gender stereotypes related to jobs.</li> <li>That there are ways we can remember people or events.</li> </ul> <p>Key Questions</p> <ul style="list-style-type: none"> <li>What are some ways you can sort friendship issues?</li> <li>What is a gender stereotype?</li> <li>What are good manners?</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that families offer love, care and support.</li> <li>Exploring how families are different to each other.</li> <li>Discussing ways to show respect for different families.</li> <li>Exploring how friendship problems can be overcome.</li> <li>Exploring friendly behaviours.</li> <li>Understanding difficulties in friendships and discussing action that can be taken.</li> <li>Recognising how other people show their feelings.</li> <li>Identifying ways we can care for others when they are sad.</li> <li>Exploring the ability to successfully work with different people.</li> <li>Learning how other people show their feelings and how to respond to them.</li> <li>Exploring the conventions of manners in different situations.</li> <li>Exploring how loss and change can affect us.</li> </ul>		
Autumn 2	Health and wellbeing	<p>Core Knowledge</p> <p>Year 1</p> <ul style="list-style-type: none"> <li>To understand we can limit the spread of germs by having good hand hygiene.</li> <li>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</li> <li>To know that certain foods and other things can cause allergic reactions in some people.</li> <li>To know that sleep helps my body to repair itself, to grow and restores my energy.</li> <li>To know the words to describe some positive and negative emotions.</li> <li>To know that strengths are things we are good at.</li> <li>To know that qualities describe what we are like.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>To understand we can limit the spread of germs by having good hand hygiene.</li> <li>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</li> <li>To know that certain foods and other things can cause allergic reactions in some people.</li> <li>To know that sleep helps my body to repair itself, to grow and restores my energy.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Learning how to wash hands properly.</li> <li>Learning how to deal with an allergic reaction.</li> <li>Exploring positive sleep habits.</li> <li>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</li> <li>Exploring health-related jobs and people who help look after our health.</li> <li>Identifying different ways to manage feelings.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Learning how to wash hands properly.</li> <li>Learning how to deal with an allergic reaction.</li> <li>Exploring positive sleep habits.</li> <li>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</li> <li>Exploring health-related jobs and people who help look after our health.</li> <li>Exploring strategies to manage different emotions.</li> <li>Developing empathy.</li> </ul>		

		<ul style="list-style-type: none"> <li>To know that we can feel more than one emotion at a time.</li> <li>To know that strengths are things we are good at.</li> <li>To know that qualities describe what we are like.</li> </ul> <p>Key Questions</p>			
Spring 1	Safety and the changing body	<p>Core Knowledge</p> <ul style="list-style-type: none"> <li>To understand the difference between secrets and surprises.</li> <li>To know the rules for crossing the road safely.</li> <li>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</li> <li>To know that the emergency services are the police, fire service and the ambulance service.</li> </ul> <p>Key Questions</p> <ul style="list-style-type: none"> <li>What should you do in an emergency?</li> <li>What is the phone number you should call?</li> <li>What are the names of the emergency services?</li> </ul>	<ul style="list-style-type: none"> <li>Understanding people's roles within the local community that help keep us safe.</li> <li>Learning how to behave safely near the road and when crossing the road.</li> <li>Practising making an emergency phone call.</li> </ul>		adult boundaries contact damage manners medicine police road safe secret
Spring 2	Citezenship	<p>Core Knowledge</p> <ul style="list-style-type: none"> <li>To know the rules in school.</li> <li>To understand that people are all different.</li> <li>To know some of the different places where rules apply.</li> <li>To understand that everyone has similarities and differences.</li> <li>To know that some rules are made to be followed by everyone and are known as 'laws'.</li> </ul> <p>Key Questions</p> <ul style="list-style-type: none"> <li>What is a law?</li> <li>Why do we have rules?</li> <li>Where is it important we follow rules?</li> </ul>	<ul style="list-style-type: none"> <li>Recognising why rules are necessary.</li> <li>Exploring the differences between people.</li> <li>Explaining why rules are in place.</li> <li>Recognising the groups that we belong to.</li> <li>Identifying positives and negatives about the school environment.</li> <li>Recognising the importance of looking after the school environment.</li> <li>Identifying ways to help look after the school environment.</li> <li>Recognising the contribution people make to the local community.</li> </ul>		rule unique different same group role community environment responsibility job
Summer 1	Economic Wellbeing	<p>Core Knowledge</p> <p>Y1: To know that coins and notes have different values.  Y1: To know some of the ways children may receive money.  Y1: To know that it is wrong to steal money.  Y1: To know that banks are places where we can store our money.  Y1: To know some jobs in school.</p>	<p>Y1/Y2: Discussing how to keep money safe.  Y1/Y2: Discussing what to do if we find money.  Y1/Y2: Developing an understanding of how banks work.  Y1: Identifying whether something is a want or need.  Y2: Exploring the reasons why people choose certain jobs.</p>		

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		<p>Y1: To know that different jobs need different skills. Y1: To know the difference between a 'want' and 'need'</p> <p>Y2: To know some of the ways in which adults get money. Y2: To know some of the features to look at when selecting a bank account.</p> <p>Key Questions</p> <p>What are some of the ways you can get money?</p> <p>What are some of the ways adults get money?</p> <p>What is the difference between a want and a need?</p>			
Summer 2	Transition	<p>Core Knowledge</p> <p>To understand that changes can be both positive and negative. To understand that change is part of life.</p> <p>Key Questions</p> <p>Who can help me if I feel worried about change?</p> <p>What might I feel when I think about moving up to a new year group?</p>	<ul style="list-style-type: none"> <li>Recognising our own strengths.</li> <li>Identifying people who can help us when we are worried about changes.</li> </ul>		

## Hedgehogs (Year 1 and 2) Kapow Scheme - Cycle B

Term	Unit of Work	Knowledge	Skills	Links	Hooks
Autumn 1	Families and relationships	<p>Core Knowledge</p> <p>Year 1</p> <p>To understand that families look after us.</p> <p>To know some words to describe how people are related (eg. aunty, cousin)</p> <p>To know that some information about me and my family is personal.</p> <p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p> <p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>	<p>Year 1</p> <p>Exploring how friendship problems can be overcome. Exploring friendly behaviours. Recognising how other people show their feelings. Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p> <p>Year 2</p> <p>Understanding that families offer love, care and support. Understanding difficulties in friendships and discussing action that can be taken. Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations.</p>	Cross Curricula link?	<p>Any specific hooks, trips, event days planned?</p> <p>Do we want or need this here or something else?</p>

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		<p>To know that there are ways we can remember people or events. Year 2 To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p> <p>To understand some ways people show their feelings.</p> <p>To understand what good manners are.</p> <p>To understand some gender stereotypes related to jobs. Year 1 Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p> <p>Recognising how other people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people. Year 2 Understanding that families offer love, care and support.</p> <p>Understanding difficulties in friendships and discussing action that can be taken.</p> <p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p> <p>To know that there are ways we can remember people or events.</p> <p>Key Questions What is bullying and what do I do if it happens? How do my words effect other people? How do we show respect for people who are different?</p>			
Autumn 2	Health and Well being	<p>Core Knowledge</p> <p>Year 1</p> <p>To know that food and drinks with lots of sugar are bad for my teeth.</p> <p>To understand the importance of exercise to stay healthy.</p> <p>To understand the balance of foods we need to keep healthy.</p>	<p>Year 1</p> <p>Exploring the effect that food and drink can have on my teeth.</p> <p>Exploring some of the benefits of exercise on body and mind.</p> <p>Exploring some of the benefits of a healthy balanced diet.</p> <p>Suggesting how to improve an unbalanced meal.</p> <p>Learning breathing exercises to aid relaxation.</p> <p>Identifying different ways to manage feelings.</p> <p>Identifying personal goals and how to work towards them.</p> <p>Exploring the need for perseverance and developing a growth mindset.</p> <p>Year 2</p>		

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		<p>To know that breathing techniques can be a useful strategy to relax.</p> <p>To know the words to describe some positive and negative emotions.</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p> <p>Year 2</p> <p>To know that food and drinks with lots of sugar are bad for my teeth.</p> <p>To understand the importance of exercise to stay healthy.</p> <p>To understand the balance of foods we need to keep healthy.</p> <p>To know that breathing techniques can be a useful strategy to relax.</p> <p>To know that we can feel more than one emotion at a time.</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p> <p>Key Questions</p> <p>What are the positive effects of relaxation and what are some ways to relax?</p> <p>How do I keep my teeth healthy?</p> <p>Why is it important to set goals?</p>	<p>Exploring the effect that food and drink can have on my teeth.</p> <p>Exploring some of the benefits of exercise on body and mind.</p> <p>Exploring some of the benefits of a healthy balanced diet.</p> <p>Suggesting how to improve an unbalanced meal.</p> <p>Learning breathing exercises to aid relaxation.</p> <p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Identifying personal goals and how to work towards them.</p> <p>Exploring the need for perseverance and developing a growth mindset.</p>		
Spring 1	Safety and the changing body	<p>Core Knowledge</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To know the rules for crossing the road safely.</p> <p>Key Questions</p> <p>What should you do if you get lost?</p>	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p>		<p>adult</p> <p>boundaries</p> <p>contact</p> <p>damage</p> <p>lost</p> <p>kind</p> <p>unsafe</p>

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		<p>What is a hazard?</p> <p>What should I do if I see something I am uncomfortable with online?</p>			
Spring 2	Citezenship	<p>Core Knowledge</p> <p>To know that different pets have different needs.</p> <p>To understand the needs of younger children and that these change over time.</p> <p>To know that voting is a fair way to make a decision.</p> <p>To understand how democracy works in school through the school council.</p> <p>Key Questions</p> <p>What type of care do you need to give a pet dog?</p> <p>What do babies need to survive?</p> <p>What is school council?</p>	<p>Discussing how to meet the needs of different pets.</p> <p>Learning how to discuss issues of concern to me.</p>		<p>care</p> <p>democracy</p> <p>different</p> <p>election</p> <p>fair</p> <p>pet</p> <p>responsibility</p> <p>rule</p> <p>vote</p>
Summer 1	Economic Wellbeing	<p>Core Knowledge</p> <p>Y1: To know that coins and notes have different values.</p> <p>Y1: To know some of the ways children may receive money.</p> <p>Y1: To know that it is wrong to steal money.</p> <p>Y1: To know that banks are places where we can store our money.</p> <p>Y1: To know some jobs in school.</p> <p>Y1: To know that different jobs need different skills.</p> <p>Y1: To know the difference between a 'want' and 'need'</p> <p>Y2: To know some of the ways in which adults get money.</p> <p>Y2: To know some of the features to look at when selecting a bank account.</p> <p>Key Questions</p>	<p>Y1/Y2 : Exploring choices people make about money.</p> <p>Y1/Y2: Recognising that people make choices about how to spend money.</p> <p>Y1 /Y2 : Discussing what to do if we find money.</p> <p>Y1: Developing an understanding of how banks work.</p> <p>Y1: Identifying whether something is a want or need.</p> <p>Y2: Exploring the reasons why people choose certain jobs.</p>		<p>Bank</p> <p>Building society</p> <p>Cash</p> <p>Coins</p> <p>Earn</p> <p>Need</p> <p>Notes</p> <p>Priority</p> <p>Save</p> <p>Skill</p> <p>Spend</p> <p>Value</p> <p>Want</p>

		<p>What is the difference between a want and a need?</p> <p>How do adults get money?</p> <p>What are some of the jobs in school?</p>			
Summer 2	Transition	<p>Core Knowledge</p> <p>Year 1</p> <p>To understand that changes can be both positive and negative.</p> <p>To understand that change is part of life.</p> <p>Year 2</p> <p>To understand that changes can be both positive and negative.</p> <p>To understand that change is part of life.</p> <p>Key Questions</p> <p>What are some of the emotions that we feel when we know change is coming?</p> <p>Who can help you when you are worried about change?</p>	<p>Year 1</p> <p>Recognising our own strengths.</p> <p>Year 2</p> <p>Identifying people who can help us when we are worried about changes.</p>		

<b>Foxes (Year 3 and 4) Kapow Scheme - Cycle A</b>					
<b>Term</b>	<b>Unit of Work</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Links</b>	<b>Vocabulary</b>
Autumn 1	Topic Families and Relationships	<p>Core Knowledge</p> <ul style="list-style-type: none"> <li>To know that violence is never the right way to solve a friendship problem.</li> <li>To understand the different roles related to bullying including victim, bully and bystander.</li> <li>To understand that everyone has the right to decide what happens to their body.</li> <li>To understand that there are similarities and differences between people.</li> <li>To understand some stereotypes related to age.</li> <li>To know that trust is being able to rely on someone and it is an important part of relationships.</li> <li>To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</li> <li>To know that families are varied in the UK and across the world.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring ways to resolve friendship problems.</li> <li>Exploring physical and emotional boundaries in friendships.</li> <li>Exploring the negative impact of stereotyping.</li> <li>Identifying who I can trust.</li> <li>Discussing how to help someone who has experienced a bereavement.</li> <li>Using respectful language to discuss different families.</li> <li>Developing an understanding of the impact of bullying and what to do if bullying occurs.</li> </ul>		

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		<ul style="list-style-type: none"> <li>To know that bullying can be physical or verbal.</li> <li>To know that bullying is repeated, not a one off event.</li> <li>To understand some stereotypes related to disability.</li> </ul> <p>Key Questions</p>			
Autumn 2	Health and Wellbeing	<ul style="list-style-type: none"> <li>To understand ways to prevent tooth decay.</li> <li>To understand the positive impact relaxation can have on the body.</li> <li>To know the different food groups and how much of each of them we should have to have a balanced diet.</li> <li>To understand that mistakes can help us to learn.</li> <li>To understand the importance of belonging.</li> <li>To understand what being lonely means and that it is not the same as being alone.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing why it is important to look after my teeth.</li> <li>Learning stretches which can be used for relaxation.</li> <li>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</li> <li>Exploring ways we can make ourselves feel happy or happier.</li> <li>Identifying my strengths and exploring how I use them to help others.</li> <li>Developing a growth mindset.</li> <li>Identifying my strengths and exploring how I use them to help others.</li> </ul>		
Spring 1	Citizenship	<ul style="list-style-type: none"> <li>To understand how recycling can have a positive impact on the environment.</li> <li>To know that the local council is responsible for looking after the local area.</li> <li>To know that elections are held where adults can vote for local councillors.</li> <li>To know that reusing items is of benefit to the environment.</li> <li>To understand that councillors have to balance looking after local residents and the needs of the council.</li> <li>To understand some of the consequences of breaking rules.</li> <li>To understand the UN Convention on the Rights of the Child.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing ways we can make a difference to recycling rates at home/school.</li> <li>Identifying local community groups.</li> <li>Discussing how local community groups support the community.</li> <li>Considering the responsibilities that adults and children have to maintain children's rights.</li> <li>Identifying ways items can be reused.</li> <li>Explaining why reusing items is of benefit to the environment.</li> <li>Discussing how we can help to protect human rights.</li> <li>Exploring how children's rights help them and other children.</li> </ul>		<p>uthority abinet harity ommunity onsequence ouncil ouncillor emocracy iversity nvironment uman rights aw ocal government rotect ecycling esponsibility euse ights nited Nations</p>
Spring 2	Economic wellbeing	<ul style="list-style-type: none"> <li>Y3: To know that budgeting money is important.</li> <li>Y3: To understand that there are a range of jobs available.</li> <li>Y4: To know that money can be lost in a variety of ways.</li> <li>Y4: To understand the importance of tracking money.</li> <li>Y3/Y4: Exploring ways to overcome stereotypes in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Y3: Discussing the range of feelings that money can cause.</li> <li>Y3: Discussing the different attitudes people have to money.</li> <li>Y3: Exploring the impact our spending can have on other people.</li> <li>Y4: Exploring the factors which affect whether something is value for money.</li> <li>Y4: Discussing some impacts of losing money.</li> </ul>		<p>Bank balance Bank statement Budget Career Debit card Expense Feeling Qualification Save</p>

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		<ul style="list-style-type: none"> <li>Y3 /Y4: To understand that there are different ways to pay for things.</li> <li>Y3 /Y4: To understand that some stereotypes can exist around jobs but these should not affect people's choices.</li> </ul>	<ul style="list-style-type: none"> <li>Y4: Identifying negative and positive influences that can affect our career choices.</li> </ul>		Spend Stereotype
Summer 1	Transition	<ul style="list-style-type: none"> <li>To understand that change often brings about more opportunities and responsibilities.</li> <li>To know that setting goals can help us to achieve what we want.</li> </ul>	<ul style="list-style-type: none"> <li>Being able to set goals.</li> <li>Recognising our own achievements.</li> <li>Learning strategies to deal with change.</li> <li>Recognising our own achievements.</li> </ul>		
Summer 2	Safety and the changing body.	<ul style="list-style-type: none"> <li>Developing skills as a responsible digital citizen.</li> <li>To understand that there are risks to sharing things online.</li> <li>To know the difference between private and public.</li> <li>To understand that cyberbullying is bullying which takes place online.</li> <li>Developing skills as a responsible digital citizen.</li> <li>To understand that other people can influence our choices.</li> <li>To understand the physical changes to both male and female bodies as people grow from children to adults.</li> <li>To know that it is important to maintain the safety of myself and others, before giving first aid.</li> <li>To know that bites or stings can sometimes cause an allergic reaction.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying things people might do near roads which are unsafe.</li> <li>Discussing how to seek help if I need to.</li> <li>Exploring what to do if an adult makes me feel uncomfortable.</li> <li>Learning about the benefits and risks of sharing information online.</li> <li>Exploring ways to respond to cyberbullying or unkind behaviour online.</li> <li>Developing skills as a responsible digital citizen.</li> <li>Exploring choices and decisions that I can make.</li> <li>Exploring that people and things can influence me and that I need to make the right decision for me.</li> <li>Discussing some physical and emotional changes during puberty</li> <li>Learning what to do in a medical emergency, including calling the emergency services.</li> </ul>		positive mail ind identity password cyberbullying report content sharing internet social media private public surprise uncomfortable worried infection allergic breathing decision choices

### Foxes (Year 3 and 4) Kapow Scheme - Cycle B

Term	Unit of Work	Knowledge	Skills	Links	Vocabulary
Autumn 1	Families and Relationships	<ul style="list-style-type: none"> <li>That families are varied in the UK and across the world.</li> <li>That I can talk to trusted adults or services such as Childline if I experience family problems.</li> <li>That violence is never the right way to solve a friendship problem.</li> <li>That bullying can be physical or verbal and is repeated, not a one-off event.</li> <li>That there are similarities and differences between people.</li> <li>Stereotypes can be related to age or disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Using respectful language to discuss different families.</li> <li>Learning that problems can occur in families and that there is help available if needed.</li> <li>Exploring ways to resolve friendship problems.</li> <li>Developing an understanding of the impact of bullying and what to do if bullying occurs.</li> <li>Exploring the negative impact of stereotyping.</li> <li>Exploring how my actions and behaviour can affect other people.</li> </ul>	Cross Curricula link?	apologise authority bullying different disability discrimination empathy equality Act forgive impact

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		<ul style="list-style-type: none"> <li>The courtesy and manners which are expected in different scenarios.</li> <li>The signs of good listening.</li> </ul>	<ul style="list-style-type: none"> <li>Learning about the effects of nonverbal communication.</li> </ul>		<ul style="list-style-type: none"> <li>stening</li> <li>roblem</li> <li>eport</li> <li>ude</li> <li>tereotype</li> <li>upport</li> <li>ympathy</li> </ul>
Autumn 2	Health and Wellbeing	<ul style="list-style-type: none"> <li>To know key facts about dental health.</li> <li>To know that visualisation means creating an image in our heads.</li> <li>To know the different food groups and how much of each of them we should have to have a balanced diet.</li> <li>To know that different job roles need different skills and so some roles may suit me more than others.</li> <li>To know that it is normal to experience a range of emotions.</li> <li>To know that mental health refers to our emotional wellbeing, rather than physical.</li> <li>To know who can help if we are worried about our own or other people's mental health.</li> <li>To understand what a problem or barrier is and that these can be overcome.</li> </ul>	<ul style="list-style-type: none"> <li>Developing independence in looking after my teeth.</li> <li>Identifying what makes me feel calm and relaxed.</li> <li>Learning visualisation as a tool to aid relaxation.</li> <li>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</li> <li>Exploring how my skills can be used to undertake certain jobs.</li> <li>Developing the ability to appreciate the emotions of others in different situations.</li> <li>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</li> <li>Being able to breakdown a problem into smaller parts to overcome it.</li> </ul>		
Spring 1	Economic Wellbeing	<ul style="list-style-type: none"> <li>Y3: To know that budgeting money is important.</li> <li>Y3: To understand that there are a range of jobs available.</li> <li>Y4: To know that money can be lost in a variety of ways.</li> <li>Y4: To understand the importance of tracking money.</li> <li>Y3/Y4: To know that many people will have more than one job or career in their lifetimes.</li> <li>Y3/Y4: Exploring ways to overcome stereotypes in the workplace.</li> <li>Y3/Y4: To understand that there are different ways to pay for things.</li> <li>Y3 /Y4: To understand that some stereotypes can exist around jobs but these should not affect people's choices.</li> </ul>	<ul style="list-style-type: none"> <li>Y3: Discussing the range of feelings that money can cause.</li> <li>Y3: Discussing the different attitudes people have to money.</li> <li>Y3: Exploring the impact our spending can have on other people.</li> <li>Y4: Exploring the factors which affect whether something is value for money.</li> <li>Y4: Discussing some impacts of losing money.</li> <li>Y4: Identifying negative and positive influences that can affect our career choices.</li> </ul>		<ul style="list-style-type: none"> <li>Bank balance</li> <li>Bank statement</li> <li>Budget</li> <li>Career</li> <li>Debit card</li> <li>Expense</li> <li>Feeling</li> <li>Qualification</li> <li>Save</li> <li>Spend</li> <li>Stereotype</li> </ul>
Spring 2	Safety and the changing body	<ul style="list-style-type: none"> <li>To know the signs that an email might be fake.</li> <li>Developing skills as a responsible digital citizen.</li> <li>Developing skills as a responsible digital citizen.</li> <li>To understand the risks associated with smoking tobacco.</li> <li>To know that asthma is a condition which causes the airways to narrow.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to recognise unsafe digital content.</li> <li>Developing skills as a responsible digital citizen.</li> <li>Discussing the benefits of being a non-smoker.</li> <li>Learning how to help someone who is having an asthma attack.</li> </ul>		<ul style="list-style-type: none"> <li>age restriction</li> <li>allergic</li> <li>anaphylaxis</li> <li>asthma</li> <li>breasts</li> <li>bullying</li> <li>choice</li> <li>genitals</li> </ul>

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					law puberty
Summer 1	Citizenship	<ul style="list-style-type: none"> <li>To understand the role of charities in the community.</li> <li>To know that there are a number of groups which make up the local community.</li> <li>To understand the UN Convention on the Rights of the Child.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the benefits different groups bring to the local community.</li> <li>Discussing the positives diversity brings to a community.</li> <li>Exploring how children's rights help them and other children.</li> </ul>		authority charity community consequence council councillor democracy human rights law responsibility rights United Nations (UN)
Summer 2	Transition	<ul style="list-style-type: none"> <li>To know that setting goals can help us to achieve what we want.</li> <li>To understand that change often brings about more opportunities and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Being able to set goals.</li> <li>Recognising our own achievements.</li> <li>Learning strategies to deal with change.</li> <li>Recognising our own achievements.</li> </ul>		

### Owls (Year 5 and 6) Kapow Scheme - Cycle A

Term	Unit of Work	Knowledge	Skills	Links	Vocabulary
Autumn 1	Topic: The power of water  Key Area: Families and relationships	Year 5 To know that marriage is a legal commitment and is a choice people can make. To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying. To understand what respect is. To understand that everyone deserves respect but respect can be lost.  Year 6 To know that marriage is a legal commitment and is a choice people can make. To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. To understand that stereotypes can lead to bullying and discrimination	Year 5 Exploring the impact that bullying might have. Exploring and questioning the assumptions we make about people based on how they look. Identifying ways to challenge stereotypes. Exploring our positive attributes and being proud of these (self respect).  Year 6 Exploring the impact that bullying might have. Discussing how and why respect is an important part of relationships. Exploring our positive attributes and being proud of these (self respect).	<a href="#">Linked to Science topic of Evolution</a>	

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Autumn 2	<p>Topic: At the Home Front</p> <p>Key Area: Health and wellbeing</p>	<p>Year 5</p> <p>To understand the risks of sun exposure.</p> <p>To know that relaxation stretches can help us to relax and de-stress.</p> <p>To know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>To know that what we do before bed can affect our sleep quality.</p> <p>To understand what can cause stress.</p> <p>To understand that failure is an important part of success.</p> <p>Year 6</p> <p>To understand the risks of sun exposure.</p> <p>To know that relaxation stretches can help us to relax and de-stress.</p> <p>To know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>To know that what we do before bed can affect our sleep quality.</p> <p>To understand what can cause stress.</p> <p>To understand that failure is an important part of success.</p>	<p>Year 5</p> <p>Developing independence for protecting myself in the sun.</p> <p>Considering calories and food groups to plan healthy meals.</p> <p>Developing greater responsibility for ensuring good quality sleep.</p> <p>Understanding the relationship between stress and relaxation.</p> <p>Taking responsibility for my own feelings.</p> <p>Year 6</p> <p>Developing independence for protecting myself in the sun.</p> <p>Considering calories and food groups to plan healthy meals.</p> <p>Developing greater responsibility for ensuring good quality sleep.</p> <p>Understanding the relationship between stress and relaxation</p> <p>Taking responsibility for my own feelings.</p>		
Spring 1	<p>Topic: Ancient Egyptians</p> <p>Key Area: Economic wellbeing</p>	<p>To understand that different jobs have different routes into them.</p> <p>To understand that people change jobs for a number of reasons.</p> <p>To know that when money is borrowed it needs to be paid back, usually with interest.</p> <p>To know that it is important to prioritise spending.</p> <p>To know some ways that people lose money.</p> <p>To know that income is the amount of money received and expenditure is the amount of money spent.</p>	<p>Identifying jobs that might be suitable for them.</p> <p>Discussing risks associated with money.</p> <p>Making a budget based on priorities.</p>		<p>Discrimination</p> <p>Expenditure</p> <p>Gambling</p> <p>Giving back</p> <p>Growth mindset</p> <p>Income</p> <p>Interest</p> <p>PIN</p> <p>Qualities Responsibility</p> <p>Repayment</p> <p>Skill</p>
Spring 2	<p>Topic: Do the ayes have it?</p> <p>Key Area: Citizenship</p>	<p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that education is an important human right.</p>	<p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Discussing how education and other human rights protect us.</p>	<p>In History we are looking at the changing power of the monarchy.</p>	<p>rule</p> <p>law</p> <p>trial</p> <p>fair</p> <p>prejudice</p> <p>discrimination</p>

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		<p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors</p>	<p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament</p> <p>Identifying appropriate ways to share views and ideas with others.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p>		<p>energy</p> <p>environment</p> <p>community</p> <p>recognition</p> <p>media</p> <p>freedom of expression</p> <p>right</p> <p>responsibility</p> <p>parliament</p> <p>monarch</p> <p>Prime Minister</p> <p>House of Commons</p> <p>House of Lords</p>
Summer 1	<p>Topic Boundless Biomes</p> <p>Key Area Safety and the changing body</p>	<p>To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>To know some of the possible risks online.</p> <p>To know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p>To understand the risks associated with drinking alcohol.</p> <p>To understand the process of the menstrual cycle.</p> <p>To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>To know that puberty happens at different ages for different people.</p> <p>To understand how a baby is conceived and develops.</p>	<p>Developing an understanding of how to ensure relationships online are safe.</p> <p>Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Discussing the reasons why adults may or may not drink alcohol.</p> <p>Learning about the emotional changes during puberty.</p> <p>Identifying reliable sources of help with puberty.</p> <p>Discussing problems which might be encountered during puberty and using knowledge to help.</p> <p>Learning how to help someone who is choking.</p> <p>Learning about how to help someone who is bleeding.</p> <p>Placing an unresponsive patient into the recovery position.</p>		<p>Online</p> <p>friend</p> <p>trust</p> <p>consent</p> <p>share</p> <p>appropriate</p> <p>risk</p> <p>private</p> <p>airway</p> <p>obstruction</p> <p>breathing</p> <p>excessive</p> <p>alcohol</p> <p>responsible</p> <p>peer pressure</p> <p>decision</p> <p>influence</p> <p>puberty</p> <p>change</p>
Summer 2	<p>Topic: The show must go on.</p> <p>Key Area</p> <p>Finish off previous half term's work</p> <p>Transition</p> <p>Identity – year 6 only</p>	<p>To know that identity is the way we see ourselves and also how other people see us.</p> <p>To know that people may see us differently as to how we see ourselves.</p> <p>To know that images can be manipulated and are not realistic.</p> <p>Year 5</p> <p>To understand the skills needed for roles in school.</p> <p>Year 6</p> <p>To know that a big change can bring opportunities but also worries.</p>	<p>Discussing the factors that make our 'identity'.</p> <p>Recognising the difference between how we see ourselves and how others see us.</p> <p>Exploring how the media might influence our identity.</p> <p>Year 5</p> <p>Recognising own skills and how these can be developed.</p> <p>Year 6</p> <p>Exploring a greater range of strategies to deal with feelings associated with change.</p>		<p>Change</p> <p>Identity</p> <p>Images</p> <p>Manipulation</p> <p>Media</p>

## Owls (Year 5 and 6) Kapow Scheme - Cycle B

Term	Unit of Work	Knowledge	Skills	Links	Vocabulary
Autumn 1	Topic Winchester to Weymouth	<p>Year</p> <p>To know that if I have a problem, I can call ChildLine on 0800 1111.</p>	Identifying ways families might make children feel unhappy or unsafe.		

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	Key Area Families and relationships	<p>To know that a conflict is a disagreement or argument and can occur in friendships.</p> <p>To understand the concepts of negotiation and compromise.</p> <p>To understand what respect is.</p> <p>To understand that everyone deserves respect but respect can be lost.</p> <p>To understand that loss and change can cause a range of emotions</p> <p>To know that grief is the process people go through when someone close to them dies.</p> <p>To know that stereotypes can be unfair, negative and destructive.</p> <p>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</p> <p>To understand that stereotypes can lead to bullying and discrimination</p>	<p>Exploring issues which might be encountered in friendships and how these might impact the friendship.</p> <p>Identifying ways to resolve conflict through negotiation and compromise.</p> <p>Exploring and questioning the assumptions we make about people based on how they look.</p> <p>Identifying ways to challenge stereotypes.</p>		
Autumn 2	<p>Topic Our neighbours to the East</p> <p>Key Area: Health and wellbeing</p>	<p>To understand that vaccinations can give us protection against disease.</p> <p>To know that changes in the body could be possible signs of illness.</p> <p>To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</p> <p>To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</p> <p>To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).</p> <p>To know the effects technology can have on mental health.</p>	<p>Discussing ways to prevent illness.</p> <p>Identifying some actions to take if I am worried about my health or my friends' health.</p> <p>Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Exploring ways to maintain good habits.</p> <p>Setting achievable goals for a healthy lifestyle.</p> <p>Understanding the relationship between stress and relaxation.</p> <p>Exploring my personal qualities and how to build on them.</p> <p>Developing strategies for being resilient in challenging situations.</p>	In science we will be looking at nutrition and what makes us healthy and in DT we will be planning and cooking and healthy meal.	
Spring 1	<p>Topic Pegasus, Planets and Pots</p> <p>Key Area Citizenship</p>	<p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p> <p>To know that our food choices can affect the environment.</p>	<p>Identifying ways people can bring about change in society.</p> <p>Learning about environmental issues relating to food.</p>	In Topic we will be looking at the Ancient Greeks and their impacts of the modern world.	<p>authority</p> <p>conflict</p> <p>defendant</p> <p>earn</p> <p>environment</p> <p>expectation</p> <p>freedom of expression</p> <p>government</p> <p>grief</p> <p>House of Commons</p> <p>human rights</p> <p>Parliament</p> <p>Prime Minister</p> <p>respect</p> <p>trial</p>

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Spring 2	Topic Magnificent Mountains  Key Area Economic wellbeing	Y6: To understand that different jobs have different routes into them. Y6: To understand that people change jobs for a number of reasons. Y5/Y6: To understand that there are certain rules to follow to keep money safe in bank accounts. Y5/Y6: To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. Y5/Y6: To know that banks and organisations such as Citizens' Advice can help with money-related problems.	Y6: Identifying jobs that might be suitable for them. Y5/Y6: Recognising differences in how people deal with money and the role of emotions in this. Y5/Y6: Discussing some risks associated with gambling.		Discrimination Expenditure Gambling Giving back Growth mindset Income Interest PIN Qualities Responsibility Repayment Skill
Summer 1	Topic Arabian Nights  Key Area Safety and the changing body	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems. To know how to assess a casualty's condition. To know how to conduct a primary survey (using DRSABC).	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems Learning about how to help someone who is bleeding. Placing an unresponsive patient into the recovery position.		alcohol attraction bladder breasts cervix clitoris conception egg or ova ejaculation erection fertilisation genitals menstruation/period nipples penis puberty pregnant private sperm testicles/testes uterus vagina voice breaking vulva
Summer 2	Topic: The show must go on.  Key Area Finish off previous half term's work Transition Identity – year 6 only	To understand the skills needed for roles in school. To know that a big change can bring opportunities but also worries.  To know that identity is the way we see ourselves and also how other people see us. To know that people may see us differently as to how we see ourselves. To know that images can be manipulated and are not realistic.	Recognising own skills and how these can be developed. Exploring a greater range of strategies to deal with feelings associated with change.  Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity.		Change Identity Images Manipulation Media